Digital Academy: Final Project Outline Presented by Kim Hauge, Nordonia High School

Reading Specialist

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| Content | -In my reading intervention groups we largely focus on the Ohio Reading Standards. In particular the **Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies.** Students are expected to apply reading comprehension strategies, including comparing and contrasting, recalling, summarizing, making inferences and drawing conclusions, and answering literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade appropriate print texts and electronic and visual media.  -Students will utilize various comprehension skills, referenced above and from the Ohio Reading Standards for Levels 8-12, to answer a variety of prompts related to the current text. Most often students will be expected to summarize, predict, infer, or demonstrate understanding of story or character events.  -After reading the assigned text for the day, students will demonstrate their understanding by answering a prompt presented by the teacher. |
| Pedagogy | -Individual and small group discussion, journaling, modeling oral and written responses, direct instruction on answering literal and inferential questions. |
| Technology | -We have incorporated the use of an online web tool called <http://en.linoit.com>. Lino It has virtual stickies operable on a web browser along with a “canvas”. I have set each intervention group/class up with their own “canvas”, which operates like a Post-It/Discussion Board for that particular group who shares the same reading book. Students will respond to “prompts” provided by me and can also see and/or comment on responses made by other members of their group. This technology has been added as an additional assessment tool and feeds into the students desire to utilize technology. |

Reflection:

In surveying my students, I have found that all but 1 prefers to utilize electronic media over “paper and pencil” response. Most students have had little difficulty in accessing and utilizing the Lino It program. They took to it quite easily recognizing the “Post-It” concept. They often do spend time reading other students responses either before or after responding themselves. One drawback to this is for the student that is less motivated to answer or struggles to answer, they “wait and see” how someone else responds and then play off of their answer. This isn’t found to be the case with most but I do have at least one that tried that initially. The teacher would want to make sure he/she walks the room to ensure this isn’t becoming a bigger problem.

I find that this tool works quite well. Some of the advantages I note include:

1. I quickly get notification via email that someone has posted a “stickie.”
2. I easily log into the groups “canvas”, read the response and comment upon it right away. This gives the student immediate feedback AND gives me immediate feedback as to whether they are on track/comprehending what we reading thereby driving my teaching.
3. I like the fact, in most cases, that students can see their peers’ responses. I have always been an advocate of student-centered learning and I believe this tool lends to that concept by allowing them to see how others are thinking about what is occurring in the story. They can learn from one another, exchange thoughts, and think about how they, as well as their peers, are thinking. This is often much more motivating as well.
4. Students can edit their responses without starting from scratch—it’s like a word processor—change/delete/add, as needed. No need to start all over again.
5. High school students can relate to this sort of technology—again, more motivating then paper and pencil.
6. Access and communication is available 24/7. If a student is out for some reason, I can advise them to connect to our “canvas” and stay connected from home. They literally don’t have to miss out on everything that is going on and can often stay up-to-date from wherever they are.

Risks/Challenges:

1. In order for students to have a private canvas vs. a group canvas, each student must have their own username and password set up. Can be a bit time consuming up front to do so.
2. Students “copying” their peer’s thoughts rather than demonstrating their own understanding.
3. “Canvas” can get a bit busy/messy if you don’t stay on top of responses. I can see this getting difficult with larger groups. This is where each student having their own canvas vs. a community canvas may be beneficial to the teacher and then have a joint canvas for isolated tasks where the teacher specifically wants some online talk between classmates.

Student Work Samples:

Please see the following links/canvases:

<http://linoit.com/users/khauge/canvases/2nd%20Period%20TuesWedFri> – this group is currently reading a nonfiction memoir, The Year We Disappeared, and is responding to specific comprehension prompts I’ve posted periodically throughout the book. Most recently they posted a bio poem that they were asked to create describing one of the family members experiencing the family trauma.

<http://linoit.com/users/khauge/canvases/6th%20Period%20MWF> – this small group is currently reading a fictional book, The Face on the Milk Carton, and has responded to various prompts utilizing Lino It. This tool assisted me in keeping a student in touch with his group while he was out for an entire week. He read the book from home and posted via his responses to various prompts I posted.

<http://linoit.com/users/khauge/canvases/J%20%26%20L%27s%20Board> – this small group is currently reading a fictional book, The Face on the Milk Carton, and has responded to various prompts utilizing Lino It.

<http://linoit.com/users/khauge/canvases/Jimmy%27s%20reading%20log> – this is a struggling reader I have who is reading a book of magical fiction in his English class. Because this is difficult for him to read and understand on his own, we are reading it during our intervention period. We are using the Lino It technology as an electronic journal for him to summarize the characters (and there are a lot) and the main events of each chapter. This helps him work through the chapters to evaluate, clarify and synthesize his understanding and then write it into a short summary. This helps him to recall the main events as this text unfolds. His summary is available electronically from home or school and we can even print his notes for a hard copy.